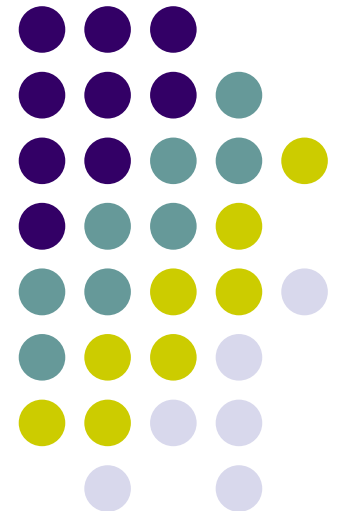


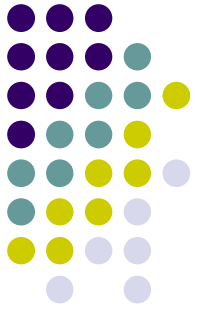
Effective Use of Literacy Quality Indicators (LQIs) as a Tool for Assessing School Districts' Instructional Programs and Practices

Presented by

Dr. Lori Strong

and **Marcia Atwood**

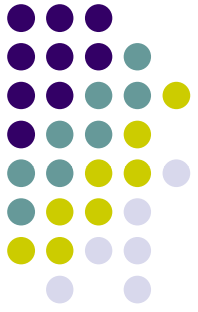




Goals of Today's Session

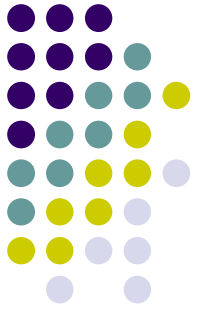
- To be familiar with the format of the Literacy Quality Indicators (LQIs)
- Overview of the development and research base of the LQIs
- Understand the alignment of LQIs with RTI Self-Assessments and work with school districts
- Review the use of Walkthroughs by Special Education School Improvement Specialists in their work with School Districts

How many LQI's are there?



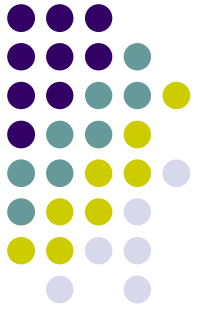
- **Early Literacy Instructional Practice**
- **Specially Designed and Intensive Reading for SWD**
- **Adolescent (Middle Level) (4-8)**
- **Adolescent (High School) (9-12)**
- **Systemic Support**

Format of all LQI's



- **Indicator**
- **Component**
- **Quality Indicators**
- **Look For**
- **Comments/Evidence**
- **Box of Terms**
- **Hyperlinks**

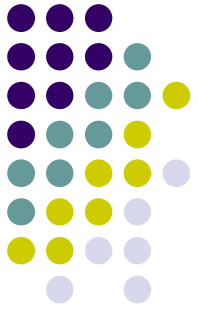
Components



- **Each Quality Indicator is divided into several components**
- **You do not need to use all of the components**
- **Depending upon the narrowing of the problem you may only focus on one component area in a QI**

Example: Vocabulary, Comprehension, Written expression

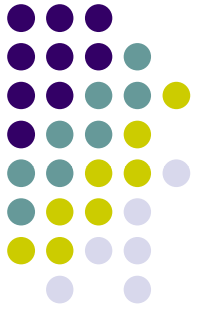
Key Questions



- **Discussion starters**
- **Questions to ask staff to reflect upon**
- **Can ask one or all questions based upon level of probing necessary**

Example: In what ways are all students challenged to use analytic, high level writing skills across all content areas?

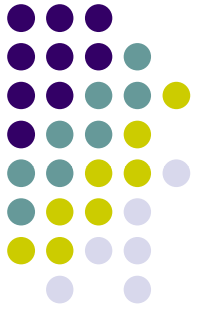
Quality Indicators



- **Quality indicators are:**
 - **Evidenced by data or are directly observed**
 - **The “big ideas” that research tells us are important for this component**
 - **Areas or topics for possible professional development**

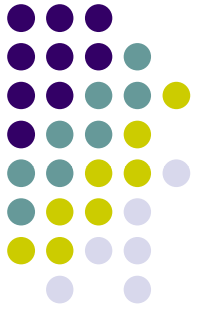
Example: Teacher assigns writing tasks that help students think critically about content area knowledge

Look For



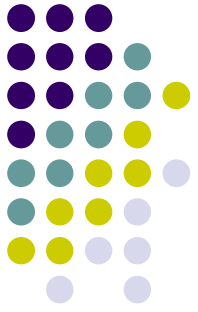
- **This section lists possible activities, tasks or materials that you may observe in a classroom**
 - You would not need to see all of these things in a classroom
 - This is not an exhaustive list
- **Some of these examples could be incorporated in professional development**

Comments



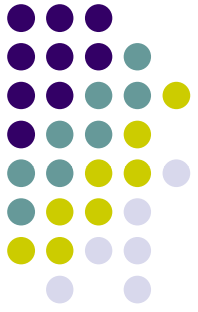
- **Notes on what is observed regarding this component**
- **Stick to factual statements, not judgments**
- **Use measurable, observable terms**

Terms and Links



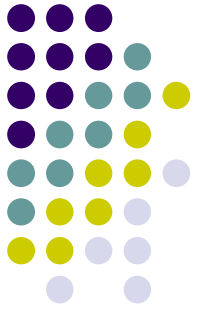
- **Content terms with definitions are included on each page.**
- **Hyperlinks in an electronic version direct you to further information on that concept.**
- **Further research, instructional strategies, culturally responsive information and presentations for each component will be available in the toolkit currently being developed.**

Overview of the development and Research Base of LQIs



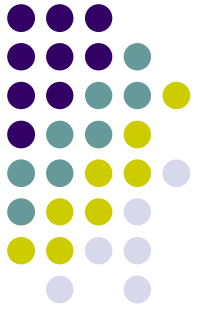
- LQIs in 5th year of use.
- Literacy Workgroup used Reading First and Reading Next as a basis for the beginning work
- Contract with Higher Education Representative (Dr. Strong) to critique the document for research base
- Research based practices

Alignment of LQIs and RTI Self-Assessment Tools for Work with School Districts



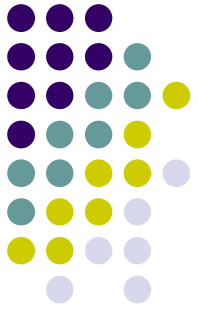
- NYS Self-Assessment Tool for Rtl Readiness and Implementation
- The Rtl Assessment Audit
- Rtl Technical Assistance Center

How have LQIs been helpful to you?



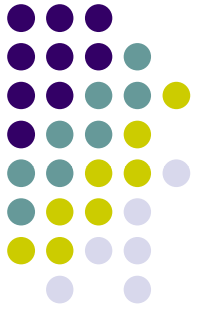
- Turn to a partner and share your experience in using the LQIs
- How have they been helpful to your students in class and out in the field?
- Share Out

Walkthrough



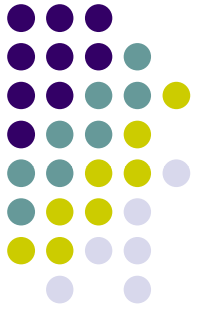
- Provides a method for providers and districts to:
 - Gather information about instructional strengths and weaknesses-formative assessment data
 - Develop action plans for targeting professional learning for staff for improving student achievement
 - Stimulate professional conversations

Walkthrough...continued



- Gather and provide data related to instructional practice and student learning
- Process of giving and receiving non-threatening evidence-based feedback from colleagues/administrators
- Provides a structure for consistent expectations across the district while allowing schools to address individual needs

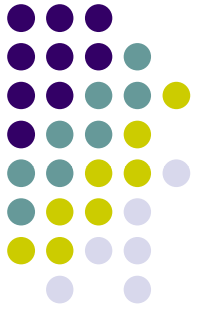
Classroom Walkthrough Is Not...



- Formal observation
- Audit
- Evaluation of tutors
- Dog and pony show
- Not intended for evaluation purposes

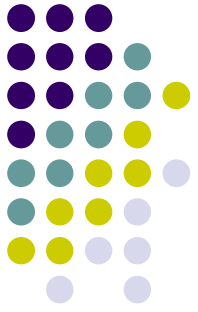
- (Butler, Moore, Roberts, Adkins, 2008)

Classroom Walkthrough Will Assist Teachers



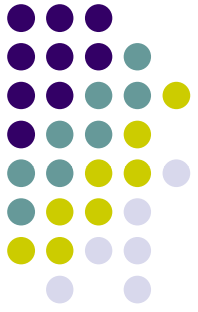
- Reflect on learning
- Reflect on teaching practices
- Align instruction
- Improve student achievement

Conducting the Classroom Walkthrough



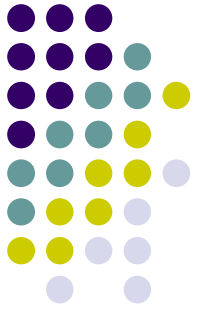
- Step 1-Planning the Walkthrough (design checklist)
- Step 2-Conducting the Walkthrough
- Step 3-Analyzing Data and using Walkthrough Results to Plan for Next Steps
- Step 4- Implementing the Next Steps Plan of Action to Improve Teaching and Learning

Sample Walkthroughs



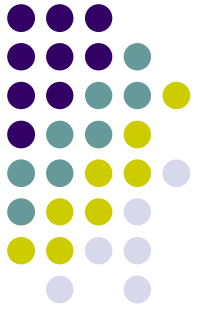
- Literacy Self-Study Walk Through Training
- What to Look for in Elementary Literacy
- Elementary Literacy Walk Through
- Secondary Literacy Walk Through
- *The Middle School*

Other Resources aligned with LQIs



- Rubric
- Rockland BOCES
- Reading Grade-Level Comparison Chart
- Guide for Observing and Noting Reading Behaviors
- Think Aloud Strategies

Thank you!!!



- Dr. Lori Strong
- strongl@mail.strose.edu

- Marcia Atwood, Questar III School Improvement Specialist
- matwood@questar.org